



## CEDAR GROVE ELEMENTARY

107 Melvin Lane  
Williamston, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	636 Students	
<b>Principal</b>	Dr. Eunice Williams	864-847-3500
<b>Superintendent</b>	Dr. R. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	At-Risk
2006	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

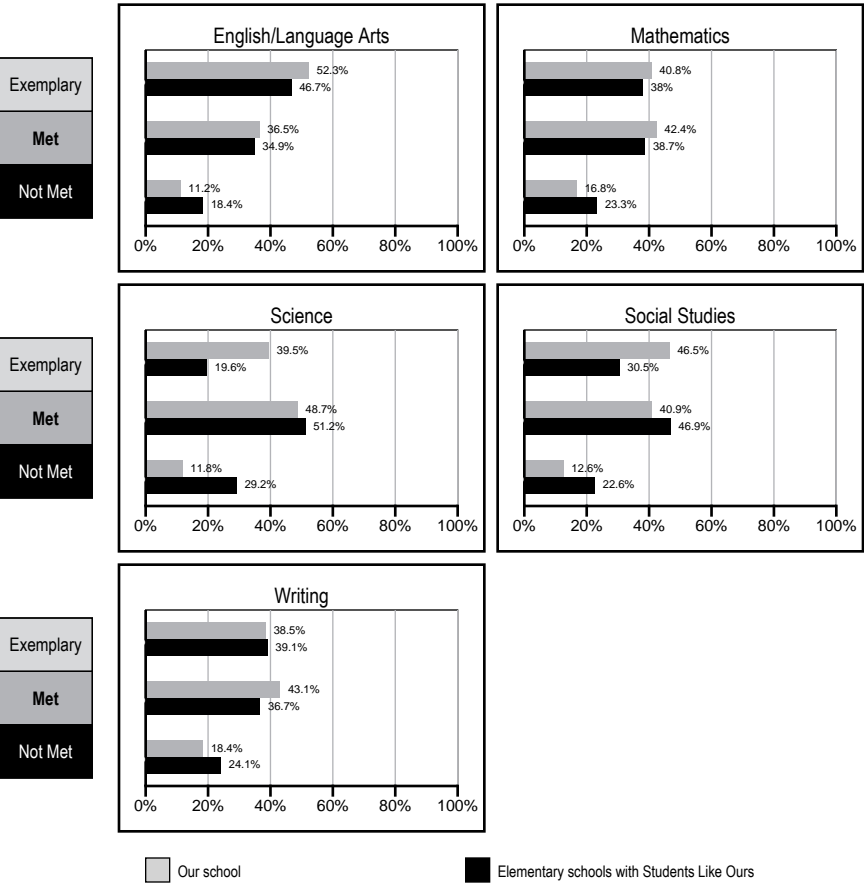
Percent of students tested in 2009-10 whose 2008-09 test scores were located 99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	38	34	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=636)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 2.7%	1.3%	1.2%
Attendance rate	95.4%	Down from 96.1%	96.1%	96.1%
Eligible for gifted and talented	9.8%	Down from 10.2%	15.3%	11.7%
With disabilities other than speech	5.3%	Down from 7.1%	8.1%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	41.7%	Down from 44.4%	60.0%	60.5%
Continuing contract teachers	86.1%	No Change	88.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.7%	Down from 92.7%	88.2%	87.0%
Teacher attendance rate	95.3%	Up from 94.1%	95.5%	95.4%
Average teacher salary*	\$46,310	Up 0.1%	\$47,945	\$47,288
Professional development days/teacher	6.4 days	Up from 5.7 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 26.0	4.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.8 to 1	20.2 to 1	19.2 to 1
Prime instructional time	90.5%	Up from 89.9%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$5,913	Up 2.1%	\$6,861	\$7,548
Percent of expenditures for instruction**	71.3%	Up from 70.2%	69.3%	68.7%
Percent of expenditures for teacher salaries**	67.1%	Up from 64.1%	66.3%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Cedar Grove Elementary – Respectful, Responsible, and Productive.

The mission of Cedar Grove Elementary School, in partnership with students, teachers and parents, is to develop a community of excellence that strives to be respectful, responsible, and productive every day. Cedar Grove has consistently maintained high standards for all students. Cedar Grove continues to be a high-achieving, student-centered, family-friendly environment. While improving student success is the number one priority, there are always challenges to face, such as student transition rates. Regardless of when a student arrives at Cedar Grove, the faculty and staff work diligently to ensure that each child experiences success. We are very proud of our students, faculty, and staff for their hard work and continuous effort throughout the school year.

In 2009-2010, we continued our quest for student success with the theme of Dr. Seuss's "Oh, the Places We'll Go!" Along the way, our school achieved a number of substantial accomplishments to add to our growing list: State test scores continue to be in the top 5% in the state and in our district; 40% of our 5th grade students were inducted into the BETA Club; parent conferences were held with 100% attendance; our school collected the largest number of cans for our district food drive, and was named district winner; our school collected the largest number of phone books in the county for our county recycling program; our school's PBIS character ed. And behavior program was a great success and each nine weeks we recognized children who received red rulers for great behavior; students had several afterschool opportunities, including art club, chorus, tutoring for PASS, Good News Club, strings, and student council; several afterschool and evening events were provided for parents and children and the community, including weekly family reading nights, greet the teacher night, book fair night, events specifically for moms, dads, and grandparents, an annual math night, family music and art night, several PTA nights in conjunction with a variety show, art show, Spring Fling, Chorus program, BETA night, volunteer recognition night, and the You Make a Difference Event, which recognized influential, giving community members; A Parent Council was initiated and met quarterly to provide parents with another opportunity to have a voice in school decision-making and to provide additional opportunities for volunteerism, and from this council a parent email group was formed.

This year Cedar Grove earned a Palmetto Gold Award for Student Achievement and a Palmetto Silver Award for closing the achievement gap. This year, 100% of our students celebrated character and academic accomplishments during PEP (Pupils Excelling in Performance) Rallies each nine weeks with parents, teachers, and community leaders. Our faculty, staff, parents and community share in the success and responsibility for helping our students succeed. Clemson University tutors and volunteers are on board to support our student success. We treasure the increasing number of parents who volunteer and participate in activities throughout the year. We greatly appreciate the support of our community and business partners, as they are key players in meeting the diverse needs of our students. The pride from this year's accomplishments inspires us to continue doing our best to ensure success for our students.

Dr. Eunice C. Williams, Principal

Mr. Michael Brandt, Parent Council/SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	89	60
Percent satisfied with learning environment	100.0%	92.0%	90.0%
Percent satisfied with social and physical environment	100.0%	89.8%	91.7%
Percent satisfied with school-home relations	100.0%	88.8%	91.5%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	329	99.7	11.2	36.5	52.3	94.7	91.7	83.5	Yes	Yes
<b>Gender</b>										
Male	159	99.4	12.9	40.1	46.9	93.2	89.9	80.1	N/A	N/A
Female	170	100	9.6	33.1	57.3	96.2	93.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	294	99.7	9.9	36.1	54	95.3	92.6	89.6	Yes	Yes
African American	15	100	8.3	50	41.7	100	83.5	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	97.1	92.7	I/S	I/S
Hispanic	20	100	33.3	33.3	33.3	83.3	87.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	85	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	53	98.1	44.4	28.9	26.7	75.6	67.5	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	40	40	20	80	89.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	177	99.4	17.6	40.3	42.1	91.8	86	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	329	99.7	16.8	42.4	40.8	92.1	89	80.4	Yes	Yes
<b>Gender</b>										
Male	159	99.4	19.7	40.1	40.1	91.2	88.4	78.4	N/A	N/A
Female	170	100	14	44.6	41.4	93	89.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	294	99.7	16.4	41.6	42	92.7	89.8	87.8	Yes	Yes
African American	15	100	8.3	50	41.7	91.7	80.5	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.3	93.5	I/S	I/S
Hispanic	20	100	27.8	50	22.2	83.3	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	53	98.1	42.2	33.3	24.4	66.7	57.8	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	33.3	60	6.7	80	89.7	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	177	99.4	23.3	44	32.7	89.3	83	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	213	99.5	11.3	49	39.7	88.7	84.6	67.3
Gender								
Male	96	99	13.6	46.6	39.8	86.4	85	66.9
Female	117	100	9.4	50.9	39.6	90.6	84.2	67.7
Racial/Ethnic Group								
White	184	99.5	10.2	47.3	42.5	89.8	86.1	79.6
African American	13	100	8.3	83.3	8.3	91.7	70.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	16	100	26.7	40	33.3	73.3	81.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.9	69.5
Disability Status								
Disabled	28	100	37.5	37.5	25	62.5	55.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	13	100	33.3	41.7	25	66.7	78.8	58.6
Socio-Economic Status								
Subsidized meals	115	99.1	17.5	45.6	36.9	82.5	76	55.4

Social Studies

All Students	211	100	12.6	40.9	46.5	87.4	83	70.9
Gender								
Male	104	100	13.3	37.8	49	86.7	82.9	70.1
Female	107	100	12	44	44	88	83.1	71.7
Racial/Ethnic Group								
White	190	100	13.2	41.2	45.6	86.8	83.9	79.2
African American	9	I/S	I/S	I/S	I/S	I/S	74.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.3	86.8
Hispanic	12	100	I/S	I/S	I/S	I/S	81.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	78.6	71.2
Disability Status								
Disabled	34	100	40	36.7	23.3	60	50.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	78.7	68
Socio-Economic Status								
Subsidized meals	108	100	19.6	40.2	40.2	80.4	73.7	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	321	99.7	18.2	43.2	38.6	81.8	82.8	72.1	95.4	96.2
Gender										
Male	153	99.4	25.3	47.3	27.4	74.7	76.6	65.2	95.5	96.2
Female	168	100	11.5	39.5	49	88.5	89.5	79.2	95.3	96.2
Racial/Ethnic Group										
White	286	99.7	17.9	42.9	39.2	82.1	84.2	80.8	95.4	96.1
African American	15	100	N/AV	N/AV	N/AV	100	71.3	59.7	95.2	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	87	93.5	97.8
Hispanic	20	100	33.3	38.9	27.8	66.7	73.7	64.6	96.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	93.6	94.7
Disability Status										
Disabled	50	98	53.5	32.6	14	46.5	40.5	27.7	94.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	40	40	20	60	75	63.7	95.5	96.7
Socio-Economic Status										
Subsidized meals	173	99.4	25.3	44.9	29.7	74.7	73.6	61.9	94.7	95.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	98	100	8.4	27.4	64.2	91.6
	4	91	100	7.8	42.2	50	92.2
	5	104	100	4.2	54.2	41.7	95.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	125	100	11	33.9	55.1	89
	4	97	100	6.7	36.7	56.7	93.3
	5	107	99.1	15.6	39.6	44.8	84.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	98	100	11.6	46.3	42.1	88.4
	4	91	100	14.4	36.7	48.9	85.6
	5	104	100	13.5	61.5	25	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	125	100	11.9	29.7	58.5	88.1
	4	97	100	14.4	58.9	26.7	85.6
	5	107	99.1	25	42.7	32.3	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	10.4	64.6	25	89.6
	4	91	100	10	47.8	42.2	90
	5	52	100	4.1	61.2	34.7	95.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	98.4	5.3	31.6	63.2	94.7
	4	97	100	8.9	61.1	30	91.1
	5	54	100	23.4	46.8	29.8	76.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	49	100	8.5	44.7	46.8	91.5
	4	91	100	7.8	31.1	61.1	92.2
	5	52	100	6.4	59.6	34	93.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	100	16.9	40.7	42.4	83.1
	4	97	100	6.7	35.6	57.8	93.3
	5	52	100	18.4	51	30.6	81.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	97	100	16.8	29.5	53.7	83.2
	4	91	100	21.1	35.6	43.3	78.9
	5	104	100	14.6	43.8	41.7	85.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	124	99.2	24.8	42.7	32.5	75.2
	4	96	100	8.9	42.2	48.9	91.1
	5	101	100	18.8	44.8	36.5	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample